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A dozen or more references for consultation are given at the close of the book. These, however, all deal with the school subjects, and no books are cited with reference to the four general sections on which teachers need help, it may be, more than they do on their special subjects. It is to be hoped that later editions will fill up some of the partially blank pages with more detailed references for reading and study. I do not know any other work which will enable a teacher or a school corps so well to check up information regarding a school's condition. It ought to be of service in the planning of high-school teachers' meetings.

School Reports and School Efficiency. By DAVID S. SNEDDEN, PH.D., AND WILLIAM H. ALLEN, PH.D. New York: Macmillan, 1908. Pp. 183.

This is an educational work of unusual importance. In it are shown briefly the development of school reports in America and the occasional and for the most part futile efforts of the National Education Association to improve them. The most important chapters are: "Important Questions Not Answered by Existing Reports," "Suggested Economies and Improvements for School Reports," and "A Practical Study of One School Report (New York City)." There are also nearly one hundred pages of "Examples of Tables and Other Forms of Presenting School Facts, Used in Typical City School Reports." About twenty-five cities and the State of Connecticut are used to show what has been done that is worth while in accounting and reporting.

Perhaps the most direct profit to the maker of reports will come from the three chapters named above. One can well begin with the last chapter which definitely shows the defects and possibilities of the New York City report. From this go to the "Important Questions Not Answered," noting that of the 147 questions given in this chapter the New York report fails to answer 113.

The articles in which Dr. Allen began this crusade seemed somewhat destructive. It is fortunate that he has joined forces with so sane and able a schoolman as Dr. Snedden, making the present work give the impression of constructive rather than merely negative criticism. The wisdom with which readers are cautioned against overdoing the statistical side of their work and the way in which the school census, defective children, abnormal conditions in school property, bookkeeping, etc., are shown in relation to large social problems are especially to be commended. The business man and the social worker as well as the schoolman have reason to welcome this book.

F. A. MANNY

WESTERN STATE NORMAL SCHOOL
KALAMAZOO, MICH.

The High School Course in English. By WILLARD G. BLEYER. Madison: Bulletin of the University of Wisconsin. High School Series, No. 1. Pp. 69.

Every practical, definite discussion of the high-school English course has now a double value—first, for the help it must give many teachers; second, for its part in bringing about the unity of purpose and practice still lamentably lacking. This bulletin of the University of Wisconsin, now issued in revised form,